**Writing Course Review Form** (12/1/08)

## I. General Education Review - Writing Course

<table>
<thead>
<tr>
<th>Dept/Program Subject</th>
<th>Writing Studies – Department of Applied Arts and Sciences</th>
<th>Course # (i.e. ENEX 200)</th>
<th>WTS 185A</th>
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<th>Course Title</th>
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## II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office.

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
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<tr>
<th>Instructor</th>
<th>[alternating faculty] Contact: Mark Medvetz [form complete by Bridget Carson, Adjunct]</th>
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<tr>
<th>Phone / Email</th>
<th>7904</th>
<th><a href="mailto:mark.medvetz@umontana.edu">mark.medvetz@umontana.edu</a></th>
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<tr>
<th>Program Chair</th>
<th>Cathy Corr, Chair</th>
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## III. Overview of the Course Purpose/Description:

Provides an introduction to the subject matter and explains course content and learning goals.

The purpose of this writing course is to introduce students to the art and craft of the short story. In its instructive aspect, this course integrates the inventive instructions of Rick DeMarinis (*The Art and Craft of the Short Story*), the wisdom of improvisational comedy teacher Keith Johnstone, and the examples of many established short story writers. This course addresses character, plot vs. story, writing "from the moment," point of view, description, imagery, numerous writing strategies, and revision. Its format is that of a workshop, which necessitates the active participation of its members. The workshop's main activities will consist of analyzing and discussing student drafts of short stories, free-writing, collaborative writing, and discussing selected published short stories. Participants can anticipate two to three "workshops" of their writing.

## IV. Learning Outcomes:

Explain how each of the following learning outcomes will be achieved.

**Student learning outcomes:**

**Use writing to learn and synthesize new concepts**

- Students will be given various informal writing exercises designed to allow them to explore specific concepts covered in class.

**Formulate and express opinions and ideas in writing**

- Students will be assigned several written responses to short stories that are read in class. These short writing assignments will ask the student to analyze fiction techniques and elements of story in fictional texts and defend their analysis.
<table>
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<th>Compose written documents that are appropriate for a given audience or purpose</th>
<th>• For assigned written responses, students are given guidelines outlining the purpose and audience of the assignment. Each response is informally graded to evaluate its success in meeting the elements of the writing situation.</th>
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</table>
| Revise written work based on constructive feedback | • Students are expected to glean constructive feedback from each workshop of their work and to include in their final portfolio a revision of their work.  
• Instructor’s comments |
| Find, evaluate, and use information effectively (see http://www.lib.umt.edu/informationliteracy/) | • Each student is assigned an introduction of a short story and its author. This assignment requires that the student appropriately conduct research on each author to gain the expertise needed to make an introduction. |
| Begin to use discipline-specific writing conventions | • Students will study writing strategies and conventions specific to the short story and will be asked to craft writing in that genre. |
| Demonstrate appropriate English language usage | • Students are required to submit polished and edited drafts of their work, conforming to appropriate English language usage. |

**V. Writing Course Requirements Check list**

<table>
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<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>Is enrollment capped at 25 students? If not, list maximum course enrollment. Explain how outcomes will be adequately met for this number of students. Justify the request for variance.</td>
<td>Yes</td>
</tr>
<tr>
<td>Are outcomes listed in the course syllabus? If not, how will students be informed of course expectations?</td>
<td>Yes</td>
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</table>
| Are expectations for Information Literacy listed in the course syllabus? If not, how will students be informed of course expectations? | No  
Information Literacy is an obvious and constant part of the workings of this course as a great deal of reading—of both critical and creative texts—is required from the students weekly. Students will be required to conduct library research for all formal writing assignments. While doing such research, students will consider how information is constructed and how rhetorical, political, and social forces influence the construction of information. |
Are detailed requirements for all written assignments included in the course syllabus? If not how and when will students be informed of written assignments?  

Yes

What instructional methods will be used to teach students to write for specific audiences, purposes, and genres?

- Discussion of audience and purpose as it pertains to the short story
- Assigned written responses (a genre) that ask students to join a classroom discussion of a text (a specific audience and purpose)
- In-class analysis of short stories to empower students with knowledge of the short story genre

Will written assignments include an opportunity for revision? If not, then explain how students will receive and use feedback to improve their writing ability.

Yes

VI. Writing Assignments: Please describe course assignments. Students should be required to individually compose at least 16 pages of writing for assessment. At least 50% of the course grade should be based on students’ performance on writing assignments. Clear expression, quality, and accuracy of content are considered an integral part of the grade on any writing assignment.

Formal Graded Assignments

- A final portfolio of work: Work included in the final portfolio should demonstrate utilization of course concepts. The final portfolio constitutes 80% of the final grade.

Informal Ungraded Assignments

- Written responses
- Drafts of short stories
- Informal writing exercises for exploring course concepts
- An introduction of a short story and its author

VII. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: http://teaching.berkeley.edu/bgd/syllabus.html

Paste syllabus here.

Course Syllabus: WTS 185A

Course Texts:
The Art and Craft of the Short Story by Rick DeMarinis
The Art of the Story: An International Anthology of Contemporary Short Stories ed. by Daniel Halpern
Ballad of the Sad Café and Other Stories by Carson McCullers
A Model World and Other Stories by Michael Chabon

Required Materials:
A Journal/Notebook for various informal writing adventures
Course Description:
The purpose of this writing course is to introduce students to the art and craft of the short story. In its instructive aspect, this course integrates the inventive instructions of Rick DeMarinis (*The Art and Craft of the Short Story*), the wisdom of improvisational comedy teacher Keith Johnstone, and the examples of many established short story writers. This course addresses character, plot vs. story, writing "from the moment," point of view, description, imagery, numerous writing strategies, and revision. Its format is that of a workshop, which necessitates the active participation of its members. The workshop’s main activities will consist of analyzing and discussing student drafts of short stories, free-writing, collaborative writing, and discussing selected published short stories. Participants can anticipate two to three "workshops" of their writing.

Course Objectives:
Upon completion of this course, students should be able to:
- Write a beginning, middle and an end.
- Utilize a variety of techniques for jump-starting their fiction writing.
- Read fiction pieces with increased appreciation and awareness of craft.
- Distinguish between narrative, narrative summary & scene.
- Understand point of view.
- Be good readers of others' work.

Course Requirements:
- A Final Portfolio of work containing at least one short story with a beginning, middle and an end, a reflective statement or introduction and a selection of analytic responses.
- Participation in the workshop, which includes various informal writing adventures – some individual and some collaborative – assigned readings, written and verbal responses to readings, an introduction of a short story and its author, and constructive feedback on peer drafts.
- Consistent attendance and preparedness for class.

Grading:
I use three main questions to help me assign grades to students of WTS 185:
- Did the student turn in a portfolio containing the requested items?
- Did the student put energy and effort into the workshop and collaborative exercises?
- Does the content of the portfolio demonstrate an understanding of the concepts of the course?

Attendance Policy:
Accumulating more than two weeks worth of absences (more than 4) will result in a failing grade.
I assume that the majority of students taking this course do so because they are genuinely interested in studying the craft of writing fiction. However, because the course counts as an expressive arts general education credit and because course content is reliant on the participation of the members of the class, I do maintain an attendance policy.

Arriving late and leaving class early may result in an absence. Plan to attend the entire class.

NOTE: If you come to class unprepared, you may be asked to excuse yourself for the day and marked absent.

A Note on Avoiding Plagiarism:
Please read the policy statement on plagiarism in the University Catalogue:  
http://www.umt.edu/studentaffairs/CODE.htm
In brief, plagiarism is any attempt to misrepresent another writer's work as your own. Plagiarism of any sort will result in a course grade of F, and I will follow the disciplinary procedures as stated in the Student Conduct Code:
http://www.umt.edu/studentaffairs/CODE.htm
Students may be asked for their rough work at any time.

A Note on Using Blackboard:
I post assignments (some of which you will need to download) and other essential information for the upcoming week by 2pm each Wednesday on Blackboard. You are expected to be able to access and navigate Blackboard.

Late Work:
I do not accept late work. All written assignments must be turned in to me in person in class. Do not drop off assignments at the beginning of class and leave – I may not accept your assignment, especially if part of its function is to invigorate class discussion.

Conferences and submitting your stories to the Workshop:
We will work out a system early in the semester whereby the class can obtain drafts of your work prior to workshop. Do not miss the class in which you are scheduled for workshop. I encourage you to schedule conferences with me to discuss your work in more detail at any time. I will also meet with small groups of you outside of class in an informal workshop format if you would like to set that up.